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ABSTRACT

The Federal No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA) both emphasize the need for students with disabilities to have appropriate instructional and statewide assessment accommodations to ensure access to the general curriculum and to be included in school, district, and state accountabilities systems. However, initial research indicates that teams making decisions about instructional and statewide assessment accommodations and teachers implementing these accommodations are ill prepared to do so. In the 2002-2003 school year, a study group of the special education State Collaborative on Assessment and Student Standards (SCASS) undertook a two-part research effort to address this issue. They surveyed 22 former and current members of the SCASS regarding the extent and focus of state level training and gathered and analyzed accommodations training resources. The results reflect a paucity of in-depth state staff development to help local school personnel and parents understand the need for and implications of instructional and statewide assessment accommodations. States reported more training in accommodations fro statewide assessment than for instruction. However, a number of promising resources were identified and indexed for SCASS adaptation and use. Recommendations are provided for the states regarding: (1) how they might approach accommodations training for both instruction and statewide assessment; (2) the potential content of the instruction; and (3) resources that might be adopted or adapted for these purposes. Appendixes contain the survey and information about the responses. (Contains 10 references.) (SLD)

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Assessing Special Education Students ASES

State Collaborative on Assessment and Student Standards

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Training District and State Personnel on Accommodations

A Study of State Practices, Challenges, and Resources

September 2003

Jennifer Langley
Ken Olsen
Alliance for Systems Change/Mid-South Regional Resource Center
Interdisciplinary Human Development Institute
University of Kentucky
Lexington, KY

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Associate Members of the ASES SCASS include: BETA, CAST, DRC, ETS, Measured Progress, and The University of Kentucky.

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This study was commissioned by the Communication and Personnel Development Study Group of the Assessing Special Education Students (ASES) State Collaborative on Assessment and Student Standards (SCASS):

Peggy Dutcher, Michigan
Sharon Hall, Maryland
Jeanne Johnson, Louisiana
Noah Wartelle, Louisiana
Mary Pat Farrell, West Virginia
Penelope Zago, Michigan
Charlotte Marvel, Arkansas
Janelle Rosen, Nevada
Monica Geary, North Carolina
Ken Olsen, Regional Resource Center Representative
Sarah Kennedy, Inclusive Large-Scale Standards and Assessment
Barbara Olson, Data Recognition Corporation

Sponsored through:

The Council of Chief State School Officers
One Massachusetts Avenue, NW, Suite 700
Washington, DC 20001-1431

and

The Alliance for Systems Change and
Mid-South Regional Resource Center
Interdisciplinary Human Development Institute/UK
1 Quality Street, Suite 722
Lexington, KY 40507

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What is a SCASS?

The State Collaborative on Assessment and Student Standards (SCASS) was created to encourage and assist states in working collaboratively on assessment design and development in a variety of subject areas. The Council of Chief State School Officers (CCSSO) organizes, facilitates, and administers the projects. SCASS groups provide a collaborative environment for examining the needs and issues surrounding areas of focus, determining the products and goals of the project, summarizing current research, analyzing best practice, examining technical issues, and/or providing guidance on federal legislation. Forty-three states and the Department of Defense participated in one or more of the eleven projects in 2002-2003. Typically, each member state sends two representatives to a SCASS – one from the state assessment unit and one from the topic area unit (e.g., science, art, special education). In addition, some of the groups have affiliate members such as test publishers, researchers, or technical assistance providers.

What is the ASES SCASS?

The Assessing Special Education Students (ASES) SCASS addresses the inclusion of students with disabilities in large-scale assessment, standards and accountability systems and the effects of these systems on related educational reform efforts. ASES capitalizes on the synergy of the shared efforts of member states to improve practices for students with disabilities and accomplishes this mission in these areas by:

- Increasing awareness among state education agency staff of issues, trends, promising practices, and resources through sharing and information exchange;
- Promoting and advocating improvements in policy through group development and/or review of potential policy statements that can be adopted by state and federal agencies; and
- Developing products, research and resources useful for reference or adaptability to state education agencies (SEAs) through Study Group effort. The three study groups of ASES are:
    - **Research to Practice Study Group** – Develops products for state use, adaptation or reference in decision-making about aggregating and reporting data across testing conditions and using data for accountability purposes at student, district, and state levels.
    - **Research Study Group** – Develops, promotes, and, as feasible, implements an SEA-driven research agenda on inclusive standards, assessment, and accountability.
    - **Communication and Personnel Development Study Group** – Defines key skills and competencies needed by various audiences; develops materials that can be adapted by states to help communicate with and train those audiences; helps promote awareness and training efforts in states.

In 2002-2003, the ASES SCASS involved teams from the following states:

Alaska	Kansas	New Mexico	Utah
Arkansas	Louisiana	Nevada	Washington
California	Maryland	New York	West Virginia
Delaware	Michigan	Oregon	Wyoming
Iowa	North Carolina	Texas	

The National Center on Educational Outcomes (NCEO), the National Association of State Directors of Special Education (NASDSE), and the Regional Resource Center (RRC) Network collaborate with CCSSO on ASES activities. Associate members of ASES include The Inclusive Large-Scale Standards and Assessment Group at the University of Kentucky and Measured Progress.

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Abstract

The Federal No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA) both emphasize the need for students with disabilities to have appropriate instructional and statewide assessment accommodations to ensure access to the general curriculum and to be included in school, district and state accountabilities systems. However, initial research indicates that teams making decisions about instructional and statewide assessment accommodations and teachers implementing those accommodations are ill prepared to do so.

In the 2002-2003 school year, a study group of the special education State Collaborative on Assessment and Student Standards (SCASS) undertook a two-part research effort to address this issue. They surveyed twenty-two former and current members of the SCASS regarding the extent and focus of state level training and gathered and analyzed accommodations training resources. The results reflect a paucity of in-depth state staff development to help local school personnel and parents understand the need for and implications of instructional and statewide assessment accommodations. States reported more training on accommodations for statewide assessment than for instruction. However, a number of promising resources were identified and indexed for SCASS adaptation and use. Recommendations are provided for states regarding (1) how they might approach accommodations training for both instruction and statewide assessment, (2) the potential content of the instruction, and (3) resources that might be adopted or adapted for these purposes.

INTRODUCTION

Federal regulations, both the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Act (IDEA), recognize the need for appropriate accommodations for some students with disabilities in order to ensure access to the general curriculum. However, neither NCLB nor IDEA define accommodations. Currently, definitions on accommodations vary among researchers and states and no uniform definition has been created. According to the National Center on Educational Outcomes (NCEO) (2003), accommodations are defined as "changes in testing materials or procedures that enable student to participate in assessments in a way that allows abilities to be assessed rather than disabilities." Whereas, Freedman (as cited in Wright, 1999) indicates accommodations are "changes in course content, teaching strategies, standards, test presentation, location, timing, scheduling, expectations, student responses, environmental structuring and/or other attributes which provide access for a student with a disability to participate in a course/standard/test, which do not fundamentally alter or lower the standard or expectations of the course/standard/test." Elliot, Braden, and White (2001) define accommodations as "changes in the way a test is administered or responded to by the person tested." Commonly, state guidelines portray accommodations as changes in the assessment administration and as a change in testing environment, procedures, or presentation.

Researchers and states often define statewide assessment accommodations (though definitions vary) but do not define instructional accommodations. Yet, most find it is important to link statewide assessment to instructional accommodations in order to ensure a student's success (NCEO, 2003; Elliot, Braden, and White, 2001; Ysseldyke, Thurlow, Bielinski, House, Moody, & Haigh, 2001). To date, no common ground has been reached in defining instructional and statewide assessment accommodations. However, researchers and states appear to be moving toward common ground as to what statewide assessment accommodations should include:

- Changes to timing/scheduling of assessments
- Presentation (Braille, large print, audio prompts, visual magnification devices, markers to maintain place)
- Setting (lighting, furniture, location)
- Response (scribe, word processor, tape recorder, marking responses in test booklet versus an answer sheet)

Since statewide assessment accommodations are to be linked to instructional accommodations, it is not surprising that instructional accommodations comprise similar changes. Yet, instructional accommodations also include several other techniques to ensure access to the general curriculum that may or may not be used in statewide assessment accommodations. Examples of instructional accommodations include providing assistive devices such as templates to screen out extraneous information for distractible students and scaffolding or cueing for students during early phases of skill acquisition. Even though researchers and states appear to be making progress toward accommodations techniques, it is evident that a definition for both instructional and assessment accommodations needs to be established.

However, it is noteworthy that accommodations are to be implemented only after attempting a variety of instructional strategies. In essence, the accommodations are to "level the playing field" by reducing the effects of a disability in the teaching-learning or testing situation. The responsibility to make decisions on appropriate accommodations for students with disabilities rests with Individualized Education Program (IEP) teams, which include general educators, special education teachers, parents, administrators, and the student. These decisions are based on individual student needs.

Currently, all states have guidance policies that direct the use of assessment accommodations for students with disabilities in assessment (Thurlow, House, Boys, Scott, & Ysseldyke, 2000). However, Thurlow's (2001) research suggests that accommodations approved for statewide assessment are not frequently employed. Not only are state approved accommodations not being regularly employed in statewide assessments, but when they are employed, variation in their use among students with similar characteristics occurs (DeStefano, Shriner, & Lloyd, 2001). Students with disabilities in middle schools and high schools use accommodations less than those students in elementary schools (National Center on Secondary Education and Transition, 2002). Also, research suggests students who are receiving accommodations are not necessarily receiving appropriate accommodations (Helwig & Tindal, 2003; Ysseldyke et al., 2001).

Elliot et al. (2001) suggest that an integral part of assessment accommodations decision making stems from instructional accommodations identified on an IEP. However, there appears to be no research documenting the amount and type of training being provided on those instructional accommodations and the authors found only one study on the link between instructional and statewide assessment accommodations. Ysseldyke et al. (2001) found 84% of Individualized Education Programs reviewed had instructional accommodations that were also used in statewide assessment. Their results also indicate that students were often receiving additional assessment accommodations that did not pertain to instructional accommodations and that students were often being over-accommodated (Ysseldyke et al., 2001). However, this information should be interpreted with caution due to a one-state sample. Further research needs to be conducted on the relationship between instructional accommodations and state assessment accommodations.

Universal design is an increasingly significant concept relevant to both instruction and statewide assessment. B. Dolan (personal communication, May 21, 2003) describes the history of Universal Design and its application to education:

> *Universal Design for Learning (UDL) is drawn from the universal design movement in architecture. Universal design emphasizes the advantages of building structures designed to accommodate the widest spectrum of users, including those with disabilities, without the need for subsequent adaptation. UDL in turn is a philosophy of learning that helps teachers turn the challenges posed by high standards and increasing classroom diversity into opportunities to maximize learning for every student. Drawing from new knowledge of how the brain works and new media and technologies now available for teaching and learning, UDL frames a systematic approach to setting goals, choosing or creating flexible materials and media, and assessing students accurately. Universal Design for Learning supports not only improved access to information, but also improved access to learning.*

In an ideal application of universal design principles, reduction would occur in a student's need for accommodations. Content and performance standards, instructional materials and ways to interact with instructional materials, and facilities and assessments would be designed with every child in mind and barriers would be anticipated. Instructional or statewide assessment practices that have the potential to prevent students from succeeding because of the characteristics of the students (e.g., ethnicity, income, disability, native language) would be eliminated. The basic principles of Universal Design are being proposed as a basis for making test design decisions. The Center for Applied Special Technology (CAST), the National Center for Educational Outcomes (NCEO), the National Center on Accessing the General Curriculum (NCAC), and the ACCESS project are advocating universal design in school systems (building, structures, and curriculum) and in test design.

Some professional development products on accommodations show some promise. DeStefano, Shriner, and Lloyd developed a 10-15 hour training program targeted toward general educators, special educators, and administrators to enhance participation and accommodations decision

making for students with disabilities in statewide assessment. Training content includes the following:

- IDEA requirements for participation and accommodations for students with disabilities
- Modification of IEP forms, if needed, to reflect the transition from instructional accommodations to assessment accommodations
- Familiarizing staff with state content standards
- Identify the relationship between state content and individual student goals in order to promote access to the general curriculum
- Instructional and assessment accommodations
- Discussion of the roles of the general educator and special educator in delivering instruction related to the general education curriculum
- Practice on the decision-making process

DeStefano, Shriner, and Lloyd (2001) found, upon completion of training and follow-up consultation, teachers conveyed an increased confidence in their ability to make accommodations decisions, as well as an increase in decisions that linked instructional accommodations to the general curriculum. However, this study is limited to one school district.

More recently, the Council for Exceptional Students (CEC) developed a one-half day assessment accommodations training program for educators (practitioners and administrators) called ***Making Assessment Accommodations: Toolkit for Educators***. The training module includes a 15-minute videotape, guides for practitioners and administrators, and staff development activities. The content focus of this program of accommodations includes awareness of accommodations and their relationship with federal law, types of accommodations, and issues related to implementation of accommodations. Although emphasis is placed on assessment accommodations, the relationship between instructional accommodations and assessment accommodations is described.

Need

NCLB and IDEA require that students with disabilities receive appropriate accommodations. However, research is lacking on decision making regarding accommodations for instruction and statewide assessment that is based on widely available in-depth training. Also, no multi-state study has been conducted to document the current status or to collect the resources that states are currently using for training on accommodations. The members of the Assessing Special Education Students (ASES) State Collaborative on Assessment and Student Standards (SCASS) expressed concern that personnel involved in making decisions regarding instructional and statewide assessment accommodations are insufficiently trained to make those decisions. Initial data on the use of accommodations indicate both under- and over-use (Thurlow, 2001; Ysseldyke et al., 2001). It is apparent that decisions are made without full attention to either a child's needs or to the ramifications for aggregate assessment data. Thus, students are sometimes over-accommodated, inappropriately accommodated, or under-accommodated. This leads to inaccurate measures of what students know and can do, low expectations, and the inability to aggregate all data. Furthermore, this leads to violations of NCLB and IDEA legal mandates by not ensuring that students' with disabilities have access to the general curriculum. However, the extent of the problem is unclear and there is no central source for resources on accommodations training. NCEO's work on accommodations is focused on information about the state policies. However, how those policies are conveyed to target audiences has not been explored. Therefore, the ASES SCASS identified the need for a series of actions to clarify the extent of the training on accommodations and to identify, share, and consolidate resources. The Communication and Personnel Development Study Group was endorsed to guide the effort.

Purpose

The purpose is to help states better address training needs for selecting, implementing, and evaluating the use of accommodations. Members of the ASES SCASS set the following four priorities for this effort:

1. Produce a set of recommendations for ASES states on how to train personnel on accommodations and how to assess the status/effectiveness of training on accommodations;
2. Compile and index some of the resources that states might use for their training;
3. Clarify the status, problems, challenges, and successes of states in conducting personnel development for making accommodations decisions; and
4. Help ASES states conduct self-assessments of accommodations training.

Methodology

The research effort involved two levels of activity to address the first three priorities: a) surveying ASES SCASS states regarding the status of training on accommodations during the 2001-2002 school year and b) collecting extant resources on accommodations training.

Survey

The study group developed and implemented a survey with the assistance of the University of Kentucky's Alliance for Systems Change/Mid-South Regional Resource Center (ASC/MSRRC) using a three-step process. Throughout fall 2002, questions for the survey were brainstormed. In December 2002, study group members provided the ASC/MSRRC team with feedback regarding the draft survey's content and format and adjustments were made. The ASC/MSRRC team created a web-based system so survey data could be automatically entered into a database for analysis. Shortly thereafter, an e-mail request was sent to all current members of the ASES SCASS asking them to designate one member of each state team to visit a website to complete the survey (See Appendix A).

In January 2003, the Communication and Personnel Development study group convened to discuss the initial results of the survey. At that time, 13 of the 22 potential states had responded to the survey. Questions were raised regarding the clarity of a few items and their effect on the survey. It was then decided to complete the survey process via interviews (See Appendix B for protocol). States that had already responded were interviewed, as well as states yet to participate. After obtaining results from the 22 states, two randomly selected states were re-interviewed to confirm reliability of the data and 100% accuracy was confirmed in these two states.

Respondents included all 19 current ASES member states, two states transitioning out of membership, and one state transitioning into membership during the course of the study. Typically, the special education members responded.

Initial analyses included simple tabulations and computation of frequencies and percentages (see Appendix C for the tabulations for each question). Summary charts and graphs were presented to the study group at the May 2003 ASES meeting together with preliminary interpretations by the ASC/MSRRC team. The study group refined the interpretations, analyses, and conclusions and developed their recommendations. Thus, the recommendations herein represent the consensus of the study group members.

Extant Resources

The second aspect of the study is the first step in the development of an ASES resource document. All state representatives were asked to send the materials used in their state-level accommodations training to the study group. They were also asked to identify and share any additional resources of which they were aware. The study group developed and tested the indexing framework presented in Table 1 during their January 2003 session. The framework was tested by study group members on five materials and found to be adequate for describing the resources. The resources identified to date are provided in Appendix D: Resource Compilation Index.

TABLE 1: FRAMEWORK FOR INDEXING MATERIALS

- Title
- Author
- Size (the number of pages for a publication or the amount of time for a video)
- Cost of materials
- Whether resources came from a public or private organization
- The medium (book, manual, video, etc.)
- Resource focus (instructional or statewide assessment accommodations)
- Targeted audience (general education teachers, special education teachers, administrators, parents, etc.)
- Emphasis on accommodations training
- Content (relationship of accommodations to instruction, relationship of accommodations to assessment; accommodations used in instruction or statewide assessment, etc.)
- Format/techniques (duration, collaborative, training of trainers, interactive, etc.)
- States currently using the resources
- Summary/Abstract of the materials

SURVEY RESULTS

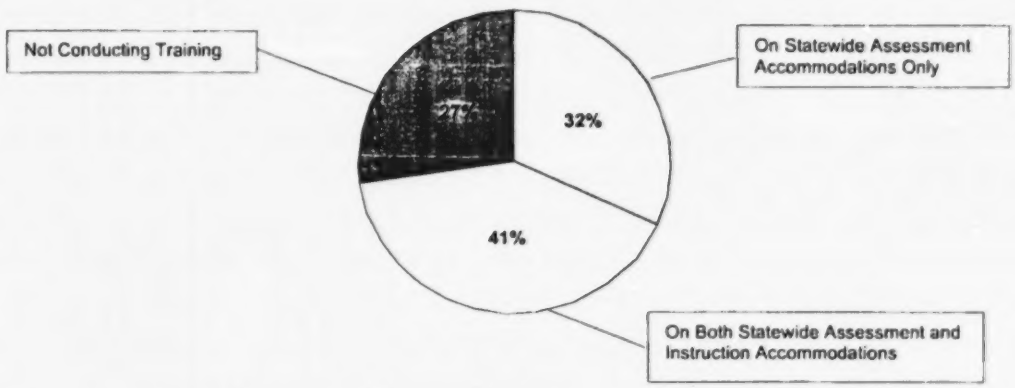
Survey results were analyzed to answer six questions:

1. Who is primarily responsible for conducting training on accommodations?
2. Who are the target audiences?
3. What content is covered during training?
4. How is training provided?
5. To what extent do states measure effectiveness?
6. What challenges and barriers do states face when providing professional development on accommodations?

1. Who is primarily responsible for conducting training on accommodations?

Figure 1 displays how the majority of states responded to the question about who provides training on accommodations in the ASES-SCASS states. According to the respondents, primary responsibility for conducting both instructional and statewide assessment accommodations falls within the State Educational Agencies (SEA) in 16 ASES SCASS states whereas five respondents reported that SEAs did not play a primary role in conducting accommodations training (one indicated that they could not answer that question with accuracy). The survey questions drew distinctions among responsibilities for accommodations training related to instruction only, accommodations training related to statewide assessment only and accommodations training on both. No ASES-SCASS state indicated that the SEA was responsible for accommodations training on instruction only and only nine states indicated that the SEA was responsible for both. For further information see Appendix C, Table Q1.1.

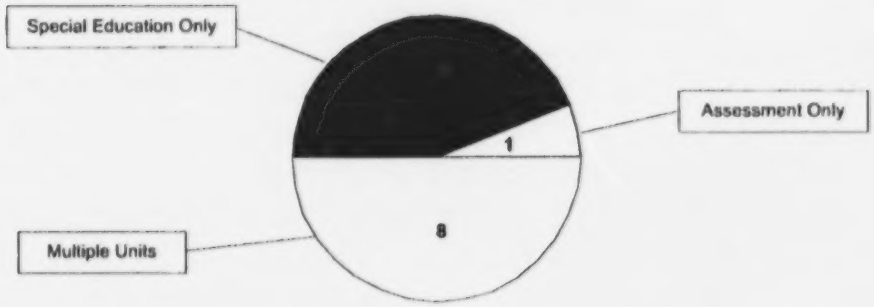
Figure 1: Percent of Responses Indicating SEA as Primarily Responsible for Conducting Training on Accommodations



***0% On Instruction Only Accommodations**

Figure 2 illustrates which units within the SEA are conducting most of the training on accommodations. For the 16 states that reported the SEA primarily conducts professional development on accommodations, most respondents indicated that the lead role fell within the special education unit only or that training was a shared responsibility among such staff as those in the special education program unit, the special education monitoring unit, the general education assessment unit, and/or the personnel development unit. One ASES SCASS state reported that the assessment unit was primarily responsible for conducting accommodations training. No respondents indicated that curriculum and instruction units or title programs were responsible for directing accommodations professional development.

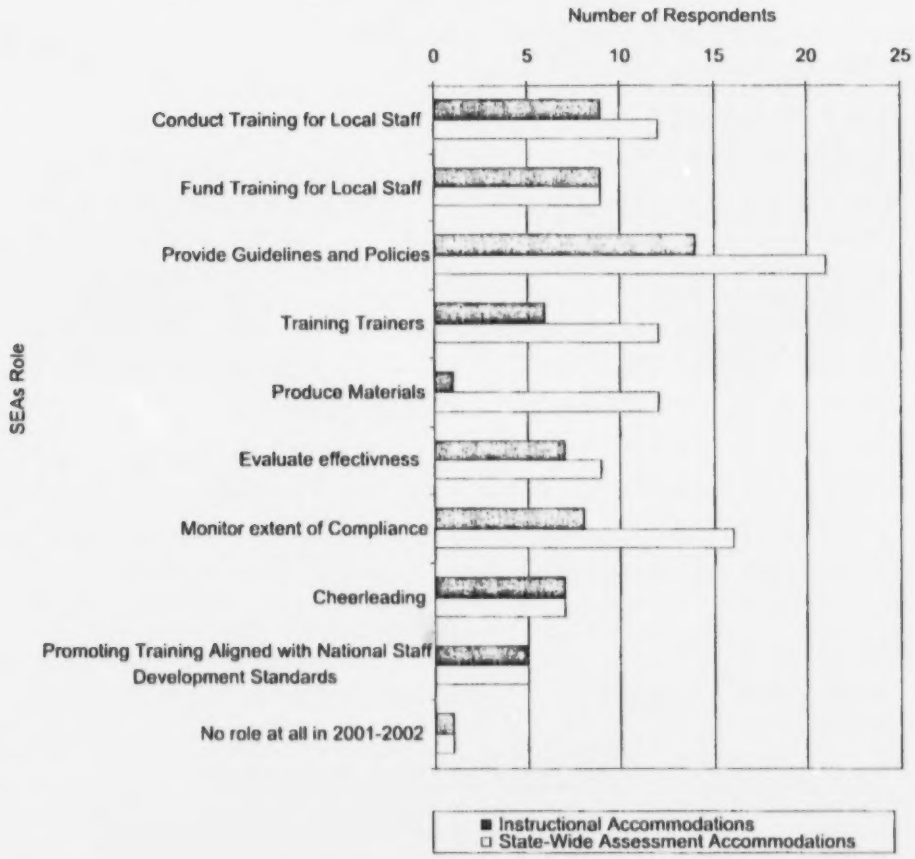
Figure 2: Number of State Respondents Indicating the Units Within SEAs Responsible for Accommodations Training



Of course, since most of the respondents were the special education team member of the SCASS, the results might reflect a bias toward their own unit as bearing the burden for training. For further information see Appendix C, Table Q1.2.

ASES SCASS states reported various roles in accommodations training as depicted in Figure 3 on the following page. Consistent with the findings of Thurlow et al. (2000) and IDEA and NCLB requirements, the most frequent role in statewide assessment accommodations training is the provision of policies and guidelines on assessment. Also, over half of the ASES SCASS states indicated that their roles include monitoring the extent of compliance, conducting training for local staff, training trainers, and producing materials in the area of statewide assessment accommodations. In contrast, slightly over half of the ASES SCASS states indicated their role is to provide policies and guidelines on instructional accommodations and less than half of the states reported that they have other roles in instructional accommodations training. The other roles included conducting training for local staff, funding training for local staff, monitoring the extent of compliance, evaluating effectiveness, and encouraging educators (i.e., "cheerleading").

Figure 3: Responses Indicating SEAs Role(s) in Instructional and State-Wide Assessment Accommodations Training



The study group wanted to know who is responsible for conducting professional development on accommodations when the SEA is not. Twelve ASES SCASS states indicated that responsibility for conducting training on either instructional or statewide assessment accommodations or both was primarily external. As shown in Table 2, five of those ASES SCASS states indicate that other agencies are in charge of conducting training on statewide assessment and instructional accommodations, primarily regional center staff and local educational agencies (LEAs). ASES SCASS states did not report faculty and staff of Institutions of Higher Education as holding primary responsibility for conducting training on accommodations.

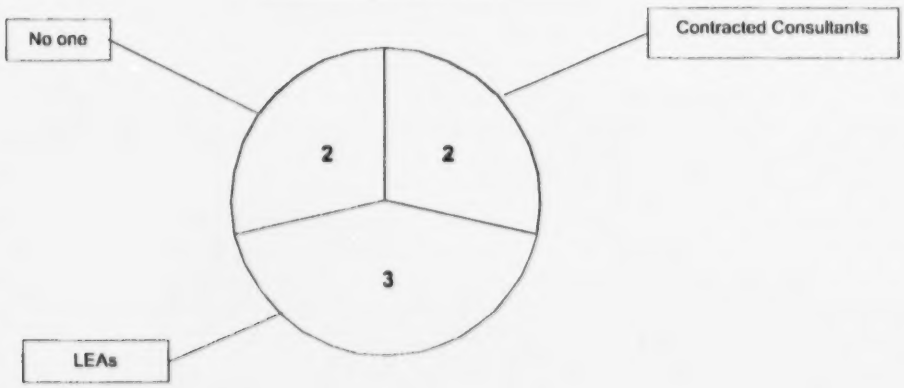
TABLE 2: AGENCIES PRIMARILY CONDUCTING TRAINING ON ACCOMMODATIONS

State	Regional Center	LEAs	No One
1	A & I		
2		A & I	
3		A	I
4	A & I		
5	A & I		

A = Statewide Assessment Accommodations
I = Instructional Accommodations

For the seven ASES SCASS states that did not take primary responsibility for conducting accommodations training specific only to instruction, Figure 4 shows that contracted consultants or local education agencies usually took on that role. Interestingly, two ASES SCASS states reported that no one was responsible for conducting professional development on instruction only accommodations. (For more information on other agencies responsible for statewide assessment and instruction accommodations training, see Appendix C, Table Q1.3).

Figure 3:
Agencies Primarily Conducting Instruction Only Accommodations Training



2. Who are the target audiences?

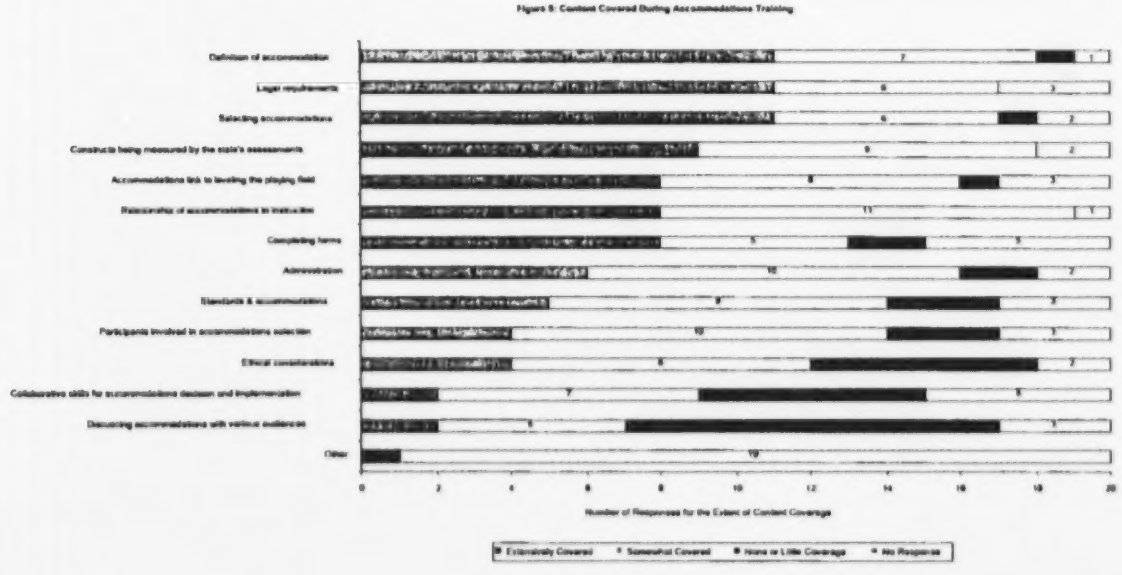
The second major question had to do with who received the training and asked about primary, secondary, and tertiary audiences (see survey question # 5 and the results in Appendix C, Table Q4). Not surprisingly, 16 ASES SCASS states (80%) reported that the primary audiences were LEA large-scale assessment staff and special education teachers. Eight to nine ASES SCASS states (40-45%) also listed LEA central office administrators, LEA subject coordinators/ specialists, and state special education staff as the primary audiences for the training. A few ASES SCASS states (6 states or less) reported other primary audiences:

- General education teachers (6 states)
- SEA assessment staff (6 states)
- Regional staff (5 states)
- Parents (5 states)
- Principals (4 states)
- SEA curriculum and instruction staff (4 states)
- Collaborative teams (3 states)
- Advocacy groups (2 states)
- LEA psychologists and other related service personnel (2 states)
- Mediators (2 states)
- Hearing officers (2 states)
- Board of education (1 state)
- Attorneys (1 state)
- Students (1 state)
- College/University faculty (1 state)
- Paraeducators (1 state)

No ASES SCASS state primarily targeted legislators or media, although one identified both as tertiary audiences. School and district administrators and district-wide related services and support personnel were most often mentioned as secondary audiences. Given the increasing placement of students with disabilities in general education settings with in-class support, it is surprising that only six ASES SCASS states (approximately 27%) reported general education teachers as their primary audience and only one ASES SCASS state reported paraeducators as a primary target. It might be assumed that paraeducators are frequently called upon to provide accommodations in the

classroom and in the testing setting. Yet, 80% of the responding ASES SCASS states specifically indicated that paraeducators were NOT a target. However, SEAs may be relying on the local education agencies to provide training on accommodations to paraeducators and general education teachers. Also, the formats and techniques used at the state level (e.g., training of trainers) might have precluded reaching more direct audiences (see section 4, How training is provided). In addition, with the increasing need to ensure more universal design in curriculum and instruction in order to create greater access to the general education curriculum, it was disappointing to learn that 13 of the 19 ASES SCASS states responding to this question reported that SEA curriculum and instruction staff were either not a target or only a tertiary target for accommodations training.

3. What content is covered during training?



A critical question involved the content covered during accommodations training. Figure 5 indicates both the content addressed and the extent of coverage. Content extensively covered during training on accommodations included the definition of accommodations, the legal requirements, and the process of selecting accommodations. Other content areas included in professional development activities on accommodations are the relationship of accommodations to instruction and how accommodations affect the constructs being measured, how to administer accommodations, how accommodations level the playing field, how to complete forms, who should be involved in the decision making process, and ethical considerations. Content seldom covered during training on accommodations included collaborative skills for accommodations decision making and implementation and how to discuss accommodations with various audiences.

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The areas addressed (or not addressed) can be compared with the content reflected in the successful training conducted by DeStefano, Shriner, and Lloyd (2001) as in Table 3. Three contrasts stand out:

1. The approach by DeStefano et al. emphasizes the links to state standards and constructs more than the average state training approach,
2. They focus on the roles of decision-makers more than the states' training and
3. Their emphasis on instructional accommodations is somewhat greater than the average state.

TABLE 3: A COMPARISON OF STATE-REPORTED CONTENT IN ACCOMMODATIONS TRAINING WITH TRAINING BY DESTEFANO, SHRINER, AND LLOYD (2001)

DeStefano, Shriner, and Lloyd (2001)	Content coverage by the 20 responding states
• IDEA requirements for participation and accommodations for students with disabilities	• Legal Requirements – 11 Extensive, 6 Somewhat
• Modification of IEP forms, if needed, to reflect the transition from instructional accommodations to assessment accommodations	• Relationship of accommodations to instruction – 8 Extensive, 11 Somewhat
• Familiarizing staff with state content standards	• Constructs being measured by the state's assessments – 9 Extensive, 9 Somewhat • Standards and accommodations – 5 Extensive, 9 Somewhat
• Identify the relationship between state content and individual student goals in order to promote access to the general curriculum	• Relationship of accommodations to instruction – 8 Extensive, 11 Somewhat
• Instructional and assessment accommodations	• Definition of accommodation – 11 Extensive, 7 Somewhat • Selecting accommodations – 11 Extensive, 6 Somewhat • Leveling the playing field – 8 Extensive, 11 Somewhat
• Discussion of the roles of the general educator and special educator in delivering instruction related to the general education curriculum	• Participants involved in accommodations selection – 4 Extensive, 10 Somewhat • Discussing accommodations with various audiences – 2 Extensive, 5 Somewhat
• Practice on the decision-making process.	• Selecting accommodations – 11 Extensive, 6 Somewhat

4. How is training provided?

ASES SCASS states that provided state-level training on accommodations were asked questions related to the context in which training was provided, the duration of training, the extent of emphasis on accommodations, and the formats and techniques used. Table 4 illustrates the contexts and extent of emphasis on accommodations. The majority of professional development events on accommodations occurred either at large-scale assessment training or IEP training.

TABLE 4: CONTEXT OF STATE LEVEL ACCOMMODATIONS TRAINING

Type of Training	No Emphasis	Minor Emphasis	Some Emphasis	In-Depth Emphasis	No Response
Presented as part of state IEP training (showing connections)	1	3	10	2	4
Presented as part of state training on standards	3	5	7	1	4
Presented as part of state training on instructional practices	1	7	8	0	4
Presented as part of state training on large-scale assessment	0	0	12	8	0
Presented Independently — state training only on accommodations without linkages	6	3	6	0	5

Occasionally, accommodations training coincided with training on standards and instruction practices. Less frequently, stand-alone accommodations training occurs. Typically, ASES SCASS states reported that state-level accommodations training occurred in a session that was up to one day, but usually less. Multiple consecutive days and multiple days over time were less frequently employed. For further information, see Appendix C, Table Q6.

Table 5 depicts the format and techniques used during the state-level professional development activity on accommodations. Traditional practices predominate (i.e., "sit and get" workshops and materials and resource distribution). Training of trainers was an approach identified by over half of the ASES SCASS states, perhaps explaining the lack of targeting paraeducators and general education teachers. It was encouraging to see that techniques involving interaction and follow-up consultations were used by about half of the ASES SCASS states.

TABLE 5: FORMATS AND TECHNIQUES USED IN STATE-LEVEL ACCOMMODATIONS TRAINING

Format/Techniques	No. of States	Format/Techniques	No. of States
Workshops	15	Problem Based Learning	3
Materials and Resources	15	Learn-Practice-Feedback Model	2
Traditional Sit and Get	13	Distance Learning	2
Training of Trainers	11	Comprehensive Institute	2
Interaction	11	Training and Coaching	2
Follow-up Consultation	9	Job Imbedded Learning	1
Electronic Distribution	5	Training and Action Research	0
Collaborative Learning	5		

However, problem-based learning, the learn-practice-feedback model, and job imbedded learning were rarely used and none of the responding ASES SCASS states employed training and action research as a format for training. ASES SCASS states used a variety of resources to provide information on the various content areas. The information on materials and resources used in Appendix C, Table Q3 can be summarized into high use resources and low use resources as in Table 6.

TABLE 6: RESOURCES USED TO IMPROVE AWARENESS, KNOWLEDGE, AND SKILL ON ACCOMMODATIONS

High use resources included:	Resources less often used included:	
• Print Materials	• Press Releases	• Teacher Mentors
• Meetings/Training	• Training Materials	• CDs
• Face to Face	• On-line Courses	• Distance Learning
• Web Sites	• Newsletters	• Videos
• District Contact Person	• List Servs	

ASES SCASS state respondents were also asked an open-ended question about the "techniques, approaches, practices or materials [they] find particularly useful or effective...." Several ASES SCASS states mentioned that use of technology (e.g., downloadable materials, CDs, videos and video conferencing/compressed video) improved their ability to reach their target audiences in a feasible way (e.g., did not require getting substitutes or meeting or travel costs). Delivery of training via regional center staff or contracted personnel was also mentioned by three states as a cost-effective technique. One ASES SCASS state mentioned that learning about accommodations is most effective when it is imbedded in training about statewide assessment and about standards-based differentiated instruction. ASES SCASS states noted training that used case examples, models that accompanied the written and spoken instruction, and hands-on, interactive learning was most effective. The following two specific commercial/public materials were referenced:

- CTB-McGraw Hill "Guidance on Accommodations"

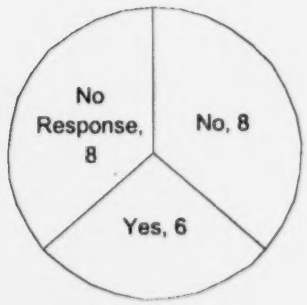
- PBS TV series – "Tools for Schools" (includes such titles as "Teaching to Reach All Students" and "Access to the General Education Curriculum")

Respondents also mentioned the usefulness of several state-developed items (i.e., "a video...available for trainer of trainers workshops," "State's IEP manual," "AIMS for Success," "CD with complete training module on instructional accommodations," "The state is just finishing a CD called 'Accommodation Toolbox for the General Educator' that has accommodations and live links."). However, the respondents did not share the many materials that they said were effective, even though they were requested to do so.

5. To what extent do states measure the effectiveness of the training?

Figure 6 depicts ASES SCASS states responses as to whether the effectiveness of training on accommodations is measured. Of the six ASES SCASS states that reported measuring effectiveness of training, most use indirect measurements (implementation data and monitoring data). Satisfaction surveys upon the completion of training were the most frequently employed evaluation tool. However, one ASES SCASS state reported using pre-post tests to determine the effect of the professional development activity on accommodations. Apparently, the average ASES SCASS state does not allocate significant resources toward judging the effectiveness of its accommodations training. For further information, see Appendix C, Table Q7.

Figure 6
Does Your State Measure Effectiveness of training on Accommodations



6. What challenges and barriers do states face when providing professional development on accommodations?

The final question was open-ended to allow state respondents to identify challenges and barriers that make the provision of training on accommodations difficult. Two major barriers emerged: 1) inadequate state, regional, and local systems to reach the number of local personnel who need training and, 2) limited SEA staff and staff time. Responses indicated concern in getting information on accommodations to local staff, particularly general education teachers. While many respondents feel that they have excellent training materials, they lack the ability to reach a critical mass of the appropriate audiences. Moreover, as one respondent stated, even when they can provide regional or site-specific training, "the numbers to be trained become overwhelming." In addition, there are fiscal barriers of obtaining release time, acquiring substitutes, and paying for travel and facilities. A final issue in reaching local staff is logistics – trying to provide direct consultation and follow-up technical support in rural settings and with LEAs that are spread across hundreds of miles.

In a related concern, limited SEA staff and time availability reduces the potential for training on accommodations, especially given staff reductions and competing priorities. The few SEA staff that are available and competent to provide training on accommodations have little time to do so, given other priorities such as revising standards, policies, assessments, and accountability systems to address IDEA and NCLB. Also, most staff have multiple responsibilities in areas other than instructional and statewide assessment accommodations. One respondent said, "I am the only person doing any sort of training or in-service on accommodations and this is just a small blip on my radar screen." In an era of fiscal cutbacks, SEAs apparently do not feel they can allocate a great deal of staff time or other resources to provide personnel development on accommodations or mandate such training for local IEP team members.

SUMMARY AND RECOMMENDATIONS

This study was conducted because the members of the ASES SCASS perceived a significant need for training to occur on instructional and statewide assessment accommodations in order to ensure access to and progress in the general curriculum for students with disabilities. Responses to the survey of 22 states involved with the ASES SCASS indicated that, on average, efforts to train local personnel on accommodations are fairly limited, especially training on instructional accommodations. While most SEAs retain the responsibility for such training, almost half assign training responsibility on instructional accommodations to local staff or to regional or contracted personnel. The majority of state-level accommodations training are conducted by staff in the special education unit with some involvement of assessment units and others, but with little involvement of staff in curriculum and instruction units.

State-level training is targeted primarily at district level assessment coordinators, special education staff, and other district-level personnel who are expected to share the information with key personnel such as general education teachers and paraeducators. However, even when this level of training is considered a priority by states, implementation is limited by the availability of staff, who have multiple roles within the SEA, as well as by fiscal issues. Higher education faculty members were not reported to be significantly involved in any training that occurred.

For training that does occur, a considerable portion of the content is focused on legal issues, definitions, and the process of selecting accommodations, with limited focus on implications for the state content standards. Training is usually conducted in brief, fairly traditional ways (e.g., workshops). States are finding it especially difficult to use effective professional development practices such as those involving the learn-practice-feedback loop because such little time can be garnered for accommodations training—either on the part of the trainers or the recipients and multiple events over time with application practice in between—may be beyond the fiscal capacity of SEAs. Perhaps as a result of the lack of direct and long-term involvement in training, SEA evaluation of the effectiveness of accommodations training is not widespread.

However, states are working on ways to address the problems. There is an emerging use of technology (e.g., CDs, videos and video-conferences and broadcasts) to reach the many people who need to know about assessments. Also, several state-developed materials and a few commercial materials show promise if resources can be allocated for their purchase and training time can be made available. The ASES SCASS has indexed five such materials and the index is included in Appendix D.

The results of this study led the members of the Communication and Personnel Development Study Group to make the following recommendations to their colleagues in the ASES SCASS and to states:

Two Recommendations for ASES SCASS Action

1. Work with SCASS partners to expand this study to reflect the entire nation.

Collaborate with NASDSE, CCSSO, NCEO, RRCs and/or others to survey all states, perhaps using this preliminary study as a baseline and tracking the data over time. Determine the extent to which the twenty-two states accurately represent the nation. Gather additional accommodations training materials and continue to expand the Resource Compilation Index.

2. Develop a set of training materials for adaptation and use by states.

Use the findings and resources from this study to develop a set of core materials that states can adapt to their own contexts. Model the application of the National Staff Development Council's Standards for Staff Development (2001), including considerable opportunities to practice and obtain feedback. Develop the materials with an eye toward maximum flexibility (e.g., to adapt as handouts, as on-line reference or as on-line, interactive training) and include suggestions for insertion of state-specific language, policies, and procedures. Provide suggestions and formats for states to conduct evaluations. Ensure that the training material content covers the following critical issues:

- Definitions of accommodations in instructional and statewide assessment contexts
- Rationale for the use of accommodations in instructional and statewide assessment contexts, including the relationship to accessing the general education curriculum, leveling the playing field and ensuring that "all means all"
- Legal requirements of IDEA and NCLB and ethical considerations for instructional and statewide assessment
- Importance of instructional accommodations preceding and relating to statewide assessment accommodations and the implications of accommodations decisions on accountability
- Relationship of accommodations to instruction, to state standards, and constructs on state tests
- State policies and procedures on the use of accommodations and state resources available for providing accommodations
- Selection of appropriate accommodations based on student need using collaborative skills in decisions making
- Documenting the need for and use of accommodations on IEPs and during statewide testing
- Roles of multiple participants involved in accommodations selection, as well, as how to discuss accommodations with various audiences
- Implementing accommodations within instructional and statewide assessment settings and how to bridge across the two conditions

Four Recommendations to State Education Agencies:

1. Establish a collaborative intra- and inter-agency approach to affect the use of accommodations

Collaborate within the SEA to ensure that training on accommodations reflects a shared priority and that resources from each unit can be merged to increase effectiveness. Meet with staff responsible for Curriculum and Instruction, Assessment, Personnel Development, and Special Education and agree on a consistent approach for instructional and statewide assessment accommodations training. Use this team to guide state actions as outlined below. As appropriate, expand the team to include units outside of the SEA. Involve and provide guidance and support to faculty in Institutions of Higher Education, regional technical assistance providers and local staff development coordinators.

2. Commit role-appropriate resources to accommodations training

Place state-level priority on improving the use of both instructional and state-assessment accommodations through professional development activities. Clarify the leadership role of the state as one of ensuring that consistent training occurs for all appropriate audiences and establishing systems to ensure that the training occurs rather than assuming that state level staff must actually conduct the training. Allocate resources for

- assessing the status of accommodations training within the state (e.g., by adapting the language in the survey in appendix A);
- developing or adapting research-based training materials that adhere to the standards of the National Staff Development Council;

- establishing cost-efficient training delivery systems (e.g., web-based and satellite technology, regionalized training system);
- ensuring that training occurs (e.g., via contracting with trainers, allocating staff time to train trainers, and, as needed, supporting participant participation via travel and substitute pay); and
- ensuring that the training is evaluated.

3. DEVELOP/ADAPT ACCOMMODATIONS TRAINING TO TARGET KEY AUDIENCES AND MAXIMIZE EFFECTIVENESS AND EFFICIENCY

Using the materials indexed in Appendix D and/or the training materials developed by the SCASS, create a comprehensive professional development system on accommodations that reaches general education teachers, special education teachers, paraeducators, related service providers, parents, students and school administrators. To the greatest extent possible, ensure that the training is integrated with professional development on IEPs, instructional practices, state standards, and large-scale assessment. Refine the approaches as necessary to meet the National Staff Development Council's Standards for Staff Development (2001).

4. DEVELOP SYSTEMS TO TRACK, EVALUATE, AND REGULARLY UPGRADE THE STATE APPROACH(ES) TO ACCOMMODATIONS TRAINING

Recognize that assessing state status and developing and implementing a system of staff development on accommodations is insufficient without an ongoing system to monitor and improve that system. Develop formats and procedures to evaluate the quality of the training provided and participant satisfaction (e.g., Are the materials of high quality? Did they like the procedures/techniques used? Are they getting what they need/want?) and the effects of the training (e.g., Is the training having the desired effect?). To get beyond perception and satisfaction data, refine state data systems to enable tracking the extent to which accommodations are actually used/not used and determining the extent to which state policy is being implemented. Ensure that the system permits relating those data to the training provided, to the characteristics of the students, to achievement scores and to other outcomes. Develop systems for involving the collaborative team in analyzing data and making data-based decisions to sustain and improve accommodations training.

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APPENDIX A:

Survey on Accommodations Training

Purpose: To gather information from ASES member states on personnel development activities and resources related to instructional and assessment accommodations for students on IEPs and 504 plans to help:

1. Clarify the status, problems, challenges and successes of member states in conducting personnel development for making accommodations decisions;

2. Compile and index some of the resources that states might draw from for their training;

3. Produce a set of recommendations for ASES states on how to train personnel on accommodations and how to assess the status/effectiveness of training on accommodations; and

4. In so doing, perhaps help ASES states conduct self-assessments of accommodations training.

Directions: Respond to the questions below, based on your state's training conducted in the last year. Provide one response per state. Please review your answers and click "Submit," when finished. Also, please send copies of materials to Noah Wartelle as indicated. Thank you for your cooperation.

The ASES SCASS Study Group on Communication/Personnel Development

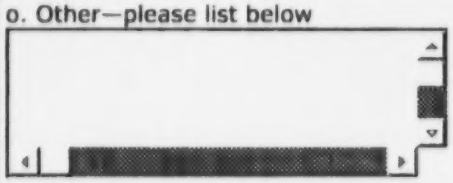
Please use Internet Explorer 5.0 or newer to fill in this form and print your responses before submitting. If the form does not submit properly you can fax your print out to Jennifer Langley at 859-323-1901

State: Please Select Respondent Name:

1	Who is primarily responsible for training on accommodations in your state regarding instruction and assessment? (select one per line)	Instruction	Assessment	Both
	a. SEA Staff in Central Office			
	i. Special Education Program Staff	☐	☐	☐
	ii. Special Education Monitoring Staff	☐	☐	☐
	iii. Assessment	☐	☐	☐
	iv. Accountability Office Staff	☐	☐	☐
	v. Curriculum and Instruction Staff	☐	☐	☐
	vi. Title Programs	☐	☐	☐
	vii. Personnel Development Staff	☐	☐	☐
	viii. Collaborative Teams of SEA Staff	☐	☐	☐
	b. Regional Center Staff	☐	☐	☐
	c. LEA Staff	☐	☐	☐
	d. IHE Faculty	☐	☐	☐
	e. Contracted Consultants	☐	☐	☐

2	What is (are) the state's current role(s) in training on accommodations? (select all that apply)	Instruction	Assessment
	a. Conducting the training for local staff	☐	☐
	b. Funding training of local staff	☐	☐
	c. Providing guidelines and policies	☐	☐
	d. Training trainers	☐	☐
	e. Producing materials for training	☐	☐
	f. Evaluating effectiveness of training	☐	☐
	g. Monitoring extent of compliance	☐	☐
	h. Cheerleading	☐	☐
	i. Promoting training aligned with National Staff Development Standards	☐	☐
	j. No role at all in 2001-2002 (if so, please skip to question 10)	☐	☐
NOTE: For the remainder of this survey, please respond only in relation to the State Education Agency's (SEA's) STATE LEVEL training activities and resources.			

3	What was the context of the SEA's state level training on instructional and assessment accommodations? (select one per row)				
	Emphasis on Accommodations	No emphasis	Minor emphasis	Some emphasis	In-depth emphasis
	a. Presented as part of state IEP training (showing connections)	☐	☐	☐	☐
	b. Presented as part of state training on standards	☐	☐	☐	☐
	c. Presented as part of state training on instructional practices	☐	☐	☐	☐
	d. Presented as part of state training on large scale assessment	☐	☐	☐	☐
	e. Presented independently—state training only on accommodations without linkages	☐	☐	☐	☐

4	What materials and/or general approaches were used to improve awareness, knowledge and skill on accommodations? (select all that are used and provide copies).			
	PD/Training accomplished with the use of	Instruction Only	Assessment Only	Both
	a. Print material	☐	☐	☐
	b. Press releases	☐	☐	☐
	c. Training models	☐	☐	☐
	d. Web sites	☐	☐	☐
	e. On-line courses	☐	☐	☐
	f. Newsletters	☐	☐	☐
	g. List servs	☐	☐	☐
	h. Face to face	☐	☐	☐
	i. meetings/trainings	☐	☐	☐
	j. Distance Learning	☐	☐	☐
	k. Teacher Mentors	☐	☐	☐
	l. District Contact Person	☐	☐	☐
	m. CD's	☐	☐	☐
	n. Videos	☐	☐	☐
	o. Other—please list below 	☐	☐	☐
	Please send a copy of the personnel development/training materials checked above and/or a link to a web site to: Noah Wartelle (nwartelle@doe.state.la.us) Louisiana Department of Education Division of Special Populations P.O. Box 94064 Baton Rouge, LA 70804			

5	Who were the audiences for state training on accommodations this past year? (Select one per row)				
		Extent to which each audience was a target of State level training			
	Audience	Primary	Secondary	Tertiary	Not a target
	a. LEA central office administrators	☐	☐	☐	☐
	b. Principals	☐	☐	☐	☐
	c. LEA subject coordinators/specialists	☐	☐	☐	☐
	d. LEA large scale testing coordinators	☐	☐	☐	☐
	e. General education teachers	☐	☐	☐	☐
	f. Special education teachers	☐	☐	☐	☐
	g. Paraeducators	☐	☐	☐	☐
	h. LEA psychologists and other related service personnel	☐	☐	☐	☐
	i. SEA special ed staff	☐	☐	☐	☐
	j. SEA Curriculum and Instruction staff	☐	☐	☐	☐
	k. SEA Assessment staff	☐	☐	☐	☐
	l. Regional staff	☐	☐	☐	☐
	m. Boards of education	☐	☐	☐	☐
	n. Advocacy groups	☐	☐	☐	☐
	o. Attorneys	☐	☐	☐	☐
	p. Collaborative Teams	☐	☐	☐	☐
	q. Media	☐	☐	☐	☒

		Extent to which each audience was a target of State level training			
	Audience	Primary	Secondary	Tertiary	Not a target
	r. Mediators	☐	☐	☐	☐
	s. Hearing officers	☐	☐	☐	☐
	t. Legislators	☐	☐	☐	☐
	u. Parents	☐	☐	☐	☐
	v. Students	☐	☐	☐	☐
	w. College/University faculty	☐	☐	☐	☐
	x. Other Please specify _____	☐	☐	☐	☐

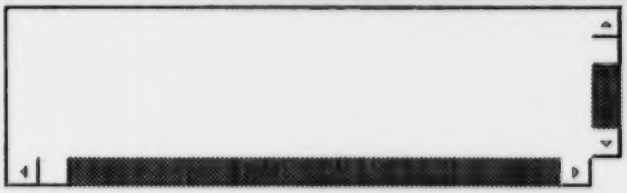
6	What content is covered during state level training for the primary audiences above?			
		None or little coverage	Somewhat covered	Extensively covered
	a. Decision Making process – How to select accommodations during IEP/504 planning sessions	☐	☐	☐
	b. How to complete forms	☐	☐	☐
	c. What Federal and state laws require	☐	☐	☐
	d. How to administer accommodations such as scribe, reader etc.	☐	☐	☐
	e. Relationship of standards to accommodations	☐	☐	☐

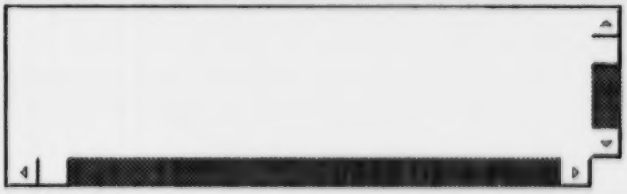
		None or little coverage	Somewhat covered	Extensively covered
	f. Ethics of making accommodations decisions and/or using accommodations	☐	☐	☐
	g. Relationship of accommodations to instruction	☐	☐	☐
	h. How to discuss accommodations with various audiences (e.g., parents, students, general educators)	☐	☐	☐
	i. How various audiences should be involved in the accommodations decision making process	☐	☐	☐
	j. Information on the purpose of accommodations to be leveling the playing field	☐	☐	☐
	k. Constructs being measured by the state's assessments	☐	☐	☐
	l. Definition of accommodation	☐	☐	☐
	m. Collaborative skills for accommodation decisions and implementation	☐	☐	☐
	n. Other Please Specify ⌐_____	☐	☐	☐

7	What practices were used for state level training for your primary audience(s)	
	a. Duration	
	Multiple consecutive days	☐
	Multiple days over time	☐
	One day	☐
	$^1/_2$ day	☐
	Less than $^1/_2$ day	☐
	b. Format	
	Trainers of trainers	☐
	Distance learning	☐
	Job imbedded learning	☐
	Training and Coaching	☐
	Training and Action Research	☐
	Training and Study Groups	☐
	Comprehensive Institute	☐
	Workshops	☐
	c. Technique(s)	
	Problem based learning	☐
	Traditional Sit and get	☐
	Interaction	☐
	Follow-up consultation	☐
	Materials and resources	☐
	Web electronic distribution	☐

	c. Technique(s)	
	Collaborative learning	☐
	Learn-practice-feedback model	☐

8	Does your state measure effectiveness of training on accommodations?	
	☐ No (skip to question #9) ☐ Yes - If yes, which of the following measures/techniques were used in the past year?	
	a. Satisfaction surveys (e.g., at completion of training)	☐
	b. Self assessment of outcomes (e.g., participant perception data on extent to which skills were obtained)	☐
	c. Competency measures (e.g., pre-post tests)	☐
	d. Implementation data (e.g. Student performance data)	☐
	e. Monitoring data	☐
	f. Formal studies or research	☐
	g. Formal external evaluations	☐
	h. Follow-up surveys of participants who were trained	☐
	i. Number of students getting accommodations	☐
	If yes, does the SEA use the evaluation data for data driven decision making? ☐ No ☐ Yes	

9	What techniques, approaches, practices or materials does your state find particularly useful or effective for training on accommodations?
	

10	What particular challenges or barriers does your state face in planning and conducting training on accommodations?
	

11	Please rank order the following purposes for this study in terms of importance to your state and comment on what might be most helpful to improving training on accommodations.		
	Purpose	Rank (1=highest; 4=lowest)	Comments on what might be most useful
	Clarify the status, problems, challenges and successes of member states in conducting personnel development for making accommodations decisions;		
	Compile and index some of the resources that states might draw from for their training;		
	Produce a set of recommendations for ASES states on how to train personnel on accommodations and how to assess the status/effectiveness of training on accommodations; and		
	Help ASES states conduct self-assessments of accommodations training		

Note: Please remember to send training materials currently in use to Noah Wartelle (see question 4 above)
If you experience any trouble with the form please email: mrenf@uky.edu

Please print your responses before submitting. If the form does not submit properly you can fax your print out to Jennifer Langley at 859-257-4353

Submit

APPENDIX B

Interview Follow-up Questions

1. Who in your state is primarily responsible for conducting the trainings on instructional and assessment accommodations?

   A. SEA staff
   B. Regional Center staff
   C. LEA staff
   D. IHE faculty/staff
   E. Contracted Consultants

   FOLLOW-UP TO QUESTION 1:

   If SEA staff are responsible for conducting the trainings, which department of the SEA conducts the trainings?
   A. Special Education Program Staff
   B. Special Education Monitoring Staff
   C. Assessment
   D. Accountability Office Staff
   E. Curriculum and Instruction Staff
   F. Title Programs
   G. Personnel Development Staff
   H. Collaborative Teams of SEA Staff

   For respondents who have not yet completed the survey, refer to the on-line survey form and complete the survey with the respondent. If a state has previously responded to the survey, ask the following questions:

2. Does the change in question one change your answers for question 2, or any other questions of the survey?

3. What techniques, training models, resources, materials, or procedures does your stated find helpful in conducting trainings on accommodations?

4. What challenges or barriers does your state face in conducting accommodations trainings?

APPENDIX C:

TABLES

TABLE Q1.1: NUMBER OF SEAS PRIMARILY RESPONSIBLE FOR TRAINING ON ACCOMMODATIONS

Type on Accommodations Training	SEA Primarily Responsible
Only Instruction	0
Only Assessment	7
Both Assessment and Instruction	9
Neither Assessment nor Instruction	5
Don't Know	1

TABLE Q1.2: STAFF WITHIN SEA RESPONSIBLE FOR TRAINING ON ACCOMMODATIONS

	Type Training on Accommodations		
Staff	**Instruction**	**Assessment**	**Both**
Special Education Program	2	4	4
Special Monitoring	1	0	1
Assessment	0	4	0
Professional Development	1	0	0
Collaborative Teams	0	3	0

TABLE Q1.3: AGENCIES* PRIMARILY RESPONSIBLE FOR TRAINING ON ACCOMMODATIONS WHEN SEA IS NOT PRIMARILY RESPONSIBLE.

Type of Training	State	Regional	LEA	Contracted Consultants	No One
Assessment and Instruction	1	A & I			
	2		A & I		
	3		A		I
	4	A & I			
	5	A & I			
Instruction Only	6			I	
	7			I	
	8		I		
	9		I		
	10		I		
	11				I
	12				I

*0 states reported Institutes of Higher Education as primarily responsible for training

TABLE Q2: STATES' ROLE(S) IN TRAINING ON ACCOMMODATIONS

	Number of State(s)	
Role of State	**Instruction**	**Assessment**
Conduct Training for Local Staff	9	12
Fund Training for Local Staff	9	9
Provide Guidelines and Policies	14	21
Training Trainers	6	12
Produce Materials	1	12
Evaluate Effectiveness	7	9
Monitor Extent of Compliance	8	16
Cheerleading	7	7
Promoting Training Aligned with National Staff Development Standards	5	5
No role in 2001-2002	1	1

TABLE Q3: MATERIALS AND RESOURCES USED IN TRAINING ON ACCOMMODATIONS

Type of Material or Resource	**Instruction**	**Assessment**	**Both**
A. Print Materials	1	8	10
B. Press Releases	0	1	0
C. Training Models	3	4	3
D. Web Sites	0	8	7
E. On-line Courses	0	1	0
F. Newsletters	1	0	4
G. List Servs	0	4	3
H. Face to Face	0	6	10
I. Meetings/Trainings	0	7	12
J. Distance Learning	0	0	1
K. Teacher Mentors	0	1	0
L. District Contact Person	2	5	6
M. CDs	0	1	1
N. Videos	3	2	2
O. Other	0	1	0

TABLE Q4: TARGET AUDIENCES FOR TRAINING ON ACCOMMODATIONS

Targeted Audience	Primary	Secondary	Tertiary	Not a Target	No Response
A. LEA central office administrators	9	5	2	2	2
B. Principals	4	6	5	3	2
C. LEA subject coordinators/specialist	8	3	2	5	2
D. LEA large-scale testing coordinators	16	1	0	1	2
E. General education teachers	6	6	2	5	1
F. Special education teachers	16	2	0	2	0
G. Paraeducators	1	0	1	16	2
H. LEA psychologists and other related service personnel	2	7	5	5	1
I. SEA special education staff	8	2	3	5	2
J. SEA curriculum and instruction staff	4	2	6	7	3
K. SEA assessment staff	6	4	1	7	2
L. Regional staff	5	1	1	10	3
M. Board of education	1	1	1	15	2
N. Advocacy groups	2	3	2	11	2
O. Attorneys	1	1	2	14	2
P. Collaborative teams	3	1	0	13	2
Q. Media	0	0	1	17	2
R. Mediators	2	0	0	16	2
S. Hearing officers	2	1	0	14	3
T. Legislators	0	1	1	14	4
U. Parents	5	3	2	8	2
V. Students	1	2	1	14	2
W. College/University faculty	1	1	4	12	2
X. Other	0	0	0	5	15

TABLE Q5: CONTENT COVERED DURING TRAINING ON ACCOMMODATIONS

Content	None or Little Coverage	Somewhat Covered	Extensively Covered	No Response
Decision making process—How to select accommodations during IEP/504 planning sessions	1	6	11	2
How to complete forms	2	5	8	5
What federal and state laws require	0	6	11	3
How to administer accommodations such as scribe, reader, etc.	2	10	6	2
Relationship of standards to accommodations	3	9	5	3
Ethics of making accommodations decisions and/or using accommodations	6	8	4	2
Relationship of accommodations to instruction	0	11	8	1
How to discuss accommodations with various audiences (e.g., parents, students, general educators)	10	5	2	3
How various audiences should be involved in the accommodations decision making process	3	10	4	3
Information on the purpose of accommodations to leveling the playing field	1	8	8	3
Constructs being measured by the state's assessments	0	9	9	2
Definition of accommodation	1	7	11	1
Collaborative skills for accommodations decision and implementation	6	7	2	5
Other	1	0	0	19

TABLE Q6: DURATION OF TRAINING ON ACCOMMODATIONS

Duration	Number of States
Multiple Consecutive Days	4
Multiple Days Over Time	4
One Day	10
1/2 Day	8
Less Than 1/2 Day	7

TABLE Q7: HOW STATES MEASURE THE EFFECTIVENESS OF TRAINING ON ACCOMMODATIONS

Type of Measurement	Number of States
Satisfaction Surveys (e.g., at completion of training)	5
Self Assessment of Outcomes (e.g., participant perception data on extent to which skills were obtained	3
Competency Measures (e.g., pre-post tests)	1
Implementation Data (e.g., student performance data)	4
Monitoring Data	4
Formal Studies or Research	2
Formal External Evaluations	0
Follow-up Surveys of Participants Who Were Trained	0
Number of Students Getting Accommodations	3

APPENDIX D:

Resource Compilation Index

Title	Access to Academics: Teaching to Reach All Students
Author	SUNY/ NY State Department of Education
Publisher	SUNY/ NY State Department of Education
Size	115 pages
Cost	Unspecified
Public/private	Public
Medium	Video and Facilitator's Guide
Focus	Instruction
Audience	Teachers, Administrators, and General School Community
Emphasis	Minor
Content	Relationship of accommodations to instruction; purpose of accommodations to level the playing field; definition of accommodation
Format	Duration: Multiple Day or Half Day Format: Trainer of Trainers; Collaborative; Workshops Technique: Interactive, Materials and Resources, and collaboration
Currently used by	NY
Summary/Abstract	Designed to assist educators in creating differentiated instruction for all students, including those with disabilities

Title	Dealing with Differences: Strategies That Work
Author	Florida Department of Education; Marty Beech, Ian McKay, Nancy Frey; Terri Ward; Florida Inclusion Network
Publisher	Florida Department of education
Size	225 pages
Cost	Unsure
Public/private	Public
Medium	Notebook and Book
Focus	Instruction and classroom assessment
Audience	General and special education teachers
Emphasis	In-depth
Content	Definition of accommodations, how to administer accommodations, ethical considerations, relationship of accommodations to instruction, involvement of various audiences in the decision making process, and collaborative skills for accommodation decisions an implementation
Format	Duration: 2 consecutive days Format: Workshops Techniques: Problem-based learning, interaction, materials and resources, and collaborative learning
Currently used by	Florida
Summary/Abstract	The goal is to help teachers learn how to make accommodations to meet the diverse learning needs of students with disabilities.

Title	Guidelines for Participation and Testing Accommodations for Special Populations in State Assessment Programs
Author	WA Department of Education, Office of the Superintendent of Public Instruction
Publisher	Washington State
Size	CD and 15 page handbook
Cost	Unsure
Public/private	Public
Medium	Print material and CD
Focus	Instruction and Statewide Assessment
Audience	Administrators, teachers, parents and students
Emphasis	In-depth
Content	Accommodation decision making; federal legal requirements; purpose of accommodations to level the playing field, various audience participation in decision-making, how to administer accommodations, relationship between standards and accommodations
Format	Unsure
Currently used by	Washington Department of Education
Summary/Abstract	The CD contains a comprehensive decision making process for considering accommodations in content areas such as reading, writing, and math for a student's instructional program. The process presents a systemic approach to adapting instruction and assessment for special education students, 504, and English Language Learners

Title	Making Assessment Accommodations: Toolkit for Educators
Author	CEC
Publisher	CEC (IDEA Partnership)
Size	3 ring binder with 140 pages; 15 minute video
Cost	$99 or $69 CEC member
Public/private	Public
Medium	Print materials and video
Focus	Assessment Accommodations
Audience	Practioners, administrators, policy makers, and parents
Emphasis	Comprehensive approach to assessment accommodations training
Content	Federal legal requirements, definition of accommodations, purpose of accommodations to level the playing field
Format	Duration: Half a day or less than a half day Format: Self-Study, team-study, staff/parent meetings, and workshops Technique: Material and resources
Currently used by	Unsure
Summary/Abstract	These materials are intended to educate a variety of audiences on accommodations decision making for assessments.

Title	Summer Institute Workshop: Including All Student in State Testing
Author	Almond, P.; Moore, C., & Wortman, R.
Publisher	Oregon DOE
Size	Unsure
Cost	Unsure
Public/private	Public
Medium	Video, handouts, and activities
Focus	Assessment Accommodations
Audience	Parents, teachers, related service providers, principal and special education coordinator
Emphasis	Some
Content	Definition of accommodations, how to administer accommodations, ethical considerations, relationship of accommodations to instruction and standards, involvement of various audiences in the decision making process, how to discuss accommodations with various audiences, legal requirements, constructs being measured by the state's assessment and collaborative skills for accommodation decisions an implementation
Format	Duration: Multiple consecutive days Format: Summer Institute Techniques: Interaction, traditional sit and get, problem based learning, materials and resources, collaboration, learning follow-up consultation, and learn-practice-feedback model
Currently used by	Oregon
Summary/Abstract	The workshops focus on the individual student in context of IDEA '97, state content and performance standards, test options, test accommodation, test validity and student centered decision making.

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